



Pupil premium strategy statement - The Wren

School overview

Metric	Data
School name	The Wren School
Pupils in school	769
Proportion of disadvantaged pupils	28.7%
Pupil premium allocation this academic year	£217,668
Academic year or years covered by statement	2019-20
Publish date	
Review date	
Statement authorised by	
Pupil premium lead	Jo Juster
Governor lead	Julia Cottee

Disadvantaged pupil performance overview for last academic year

Progress 8	The first GCSE cohort will be Summer 2020
Ebacc entry	
Attainment 8	
Percentage of Grade 5+ in English and maths	

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	+0.2	September 2020
Attainment 8	42.4%	September 2020
Percentage of Grade 5+ in English and maths	27%	September 2020
Attendance	95%	September 2020
Ebacc entry	8%	September 2020

Teaching priorities for current academic year

Measure	Activity
<p>Improve the levels of quality first teaching for all</p>	<ul style="list-style-type: none"> ● Recruit and retain high-quality, subject-specialist teaching staff ● Training on quality first teaching in the inclusive classroom via the Strategy Hubs for PP and SEND ● Rationalise the PP and SEND strategies to maximise impact ● Give teachers the information they need (via PP Profiles attached to Classcharts) to gain a deeper understanding of PP students as ‘unlucky’ individuals ● Improve the timeliness and quality of ISPs
<p>Improve students’ access to the curriculum by developing literacy</p> <p>Year 1 - vocabulary and reading focus</p> <p>Year 2 – oracy focus</p>	<ul style="list-style-type: none"> ● Regular meetings between the SENDCo/PP Lead and the Literacy Lead to ensure a coherent strategy roll out. ● Training on the explicit teaching of vocabulary across the curriculum via the SEND and PP Strategy Hubs. ● TAs lead vocabulary starters for small groups of SEND/PP students to cue them in to the language of the lesson in order to support learning ● Classrooms and SoL show visible signs of teaching vocabulary ● Vocabulary books are used by students to record new, subject specific vocabulary ● Use of vocabulary is rewarded by teachers/TAs through Classcharts ● Vocabulary competition (House event) ● Reading sessions within Reflection Time ● Purchase PiXL Unlock
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> ● Low literacy households ● Poor teaching which does not meet learners’ needs ● Poor teacher/student relationships ● Feelings of ‘exclusion’ – being an ‘outsider’ in a system which feels ‘foreign’ ● ‘Strategy overload’ for teachers
<p>Projected spending</p>	<p>85% of total PP Grant</p>

Targeted academic support for current academic year

Measure	Activity
Close the gaps between Year 11 PP and non-PP students	<ul style="list-style-type: none"> • Aim High sessions • Incentivise Aim High Sessions through Prom Points • Year 11 after-school study sessions • Close monitoring of underachieving students by SLT • Mentoring for vulnerable Year 11 students (in-house and via VISA) • Year 11 strategy
Improve literacy for KS3 PP students	<ul style="list-style-type: none"> • Access Reading Test screening to identify students • Increase range of literacy interventions to reach more and a wider range of students • Consider the introduction of Accelerated Reader or similar
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Low levels of literacy • Lack of parental engagement/appropriate environment for independent study • Gaps in learning due to poor attendance/high rates of mobility/lack of engagement
Projected spending	minimal

Wider strategies for current academic year

Measure	Activity
Ensure access to learning through the provision of essentials such as school uniform, equipment, educational visits	<ul style="list-style-type: none"> • 50% subsidy of 'branded uniform', essential equipment (scientific calculator, cooking ingredients) and educational trips for PP students • 100% subsidy of the above where parents do not claim the 50% subsidy because they cannot afford to pay the other half • Non-branded school uniform referrals made to the Early Days charity - https://www.firstdays.net/school • Consider whether the use of school emblem badges might be used in place of expensive branded uniform for all • Consider signing up to #makeuniformsaffordable https://www.firstdays.net/affordable-uniforms
Gain an accurate understanding of TWS PP students' barriers to	<ul style="list-style-type: none"> • Conduct PP review meetings with parents twice a year

engagement and achievement and begin to address these at a whole school level and group level	<ul style="list-style-type: none"> • Conduct a far reaching questionnaire for all students • Analyse the data to establish gaps between PP and non-PP students' experiences of school and to identify the ways in which these may be addressed at a whole-school level
Improve engagement, attendance and behaviour of targeted students	<ul style="list-style-type: none"> • Employment of a youth worker to provide high-quality, on-site pastoral support and to work with families who are hard to reach • Youth worker, as part of the pastoral team, is able to liaise with school staff to ensure 'learning gains' are capitalised • Use of questionnaire answers at an individual level • Alternative curriculum interventions eg. Sports Champions, EEF Project • Breakfast club • Buy in external services to secure aspirational WEX placements for vulnerable students • Mentoring for vulnerable Year 11 students (in-house and via VISA) • Non-uniform Wednesdays attendance incentive • Hot chocolate Fridays • Use of a therapeutic thinking approach to 'unlucky' students
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Poor attendance • Poor engagement • Poverty • Feeling excluded • Unknown/unmet needs (young carers, housing, SEND etc)
Projected spending	£20,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Frequent and regular training/meeting slots with key staff to raise awareness, adopt and embed a clear, agreed strategy co-constructed by school leads for PP, SEND, Literacy	Hub strategy slots x4 One member of each large subject attends the meeting and delivers learning and actions to team. Both PP and SEND Strategy groups will deliver a cohesive message.

Targeted support	Staffing	<p>Volunteer mentors from within school</p> <p>Use of Visa to deliver (free) mentoring</p> <p>Employment of 2 new TAs with experience of delivering literacy intervention</p> <p>Prioritising literacy intervention within the support timetable</p>
Wider strategies	<p>Time allocation for PP meetings with parents</p> <p>Information sharing re PP students as individuals</p> <p>Identification of unknown needs</p> <p>Data analysis</p>	<p>Extend directed time allocated to SEND meetings to double up</p> <p>Use of Provision map PP template which can be accessed by teachers via Classcharts</p> <p>Access to computer rooms for students to complete the questionnaire during Reflection Time</p> <p>Support for PP lead from ABO</p>